achieve their goal which is to improve and increase the academic achievement of the students to whom they provide supplemental educational services.

III. Evidence of the program's effectiveness in increasing student achievement.

a. Evidence that supports the program's effectiveness.

Plato Learning Achieve Now is serving over 2 million K-8 students in 4,188 schools in 37 states and Puerto Rico. At least 5,000 students are being served nationwide in after-school SES tutorial programs. Many studies about the effectiveness of Plato Learning have been done over the years and the results are available from the company upon request. In the company's printed brochure, reference is made to the fourth-grade students in Bristol, Florida exceeding the state standards on the FCAT norm referenced test by at least 19%in reading and 23% in math. In Fort Worth, Texas "at-risk" 6th, 7th, and 8th grade students in the Fort Worth Independent School District had a dramatic increase in math and the number of students meeting the minimum requirements on the TAAS rose significantly. Fourth-graders in a Title I math class at Fairview Elementary in Dayton, Ohio also experienced significant growth in math. In Piedmont, Alabama there is documented evidence of impressive gains made by first-graders in the Plato Learning group when compared to a control group.

Plato Learning Achieve Now has stated in its "Services Summary" for SES providers that "more than 1,000 action research studies nationwide address "Achieve Now's" success in supporting increased student achievement. Most of these school-based studies represent achievement gains for underachieving, low income students. In addition, Plato Learning has been validated through multiple independent, longitudinal research studies. These studies demonstrated that the program can be replicated in urban, suburban, and rural settings effectively. We too expect to see dramatic results in increasing student achievement with Plato Learning.

b. Description of high-quality, research-based instruction that supports the program.

According to Technical Paper #17 of *Plato Learning, The Plato CSR Model*, student achievement results from the benchmark tests will be analyzed. The staff will then access the

state standards and using the Lesson Plan Builder, create lessons specific to the needs of individual students. Continuous monitoring of student learning will be done using the Create-A-Test component of Plato online assessment. As this is a supplemental program students will receive personalized instruction only on what they haven't as yet learned as determined by the assessments. The assessments will show each student's strengths and weaknesses and student achievement will increase due to personalized, individualized instruction and learning.

Several instructional features are directly related to Plato Learning's design. Plato Learning incorporates the *Computer as a Tool* and *Computer Assisted Instruction* into the reading program. The design also promotes non-technology instructional methods to encourage literacy acquisition. Some examples of this are echo or choral readings, pacing oral reading, paired reading, and silent individual reading. The program emphasizes the importance of developing writing skills as part of literacy acquisition. Students engage in writing activities like journal writing, essays, and creative writing that strengthens writing skills as well as critical thinking skills. Other elements of the program are phonics, decoding skills, and comprehension skills.

Math materials are geared to accomplish several things. One is to provide additional practice at specific skills; another is to build a foundation for problem-solving and math simulations. Manipulatives and math journals foster conceptual understanding and math reasoning. Materials, methods, and resources are provided as part of the program that addresses numeracy, basic operations, and problem solving. Mathematical concepts may also be addressed in the program depending upon the state standards being used by the school in delivering standards-based instruction.

IV. Describe evaluation, monitoring for effectiveness, and communication process.

a. Description of how the program will be monitored for effectiveness.

Diagnostic and prescriptive procedures are used to assess the needs of students and to develop personalized instruction. Frequent assessments are used to assess students' progress and adjust their instructional plan accordingly. By using assessments frequently to determine students' needs and providing adequate time on task, students will be assisted in meeting the